

DUE: February 28, 2007, 4:30 pm

## APPLICATION COVER SHEET

**Iowa Department of Education  
Grimes State Office Building  
Des Moines, Iowa 50319**

### Application for ELL Technology Resource Grant

#### Applying Four-Year Institution

**Mount Mercy College**

Program Director/Contact Person:

Name Heather Stevens

Title Assistant Professor of Education

Address 1330 Elmhurst Dr. SE

Cedar Rapids, IA 52402

Telephone 319-363-8213 ext. 1217

Fax \_\_\_\_\_

E-Mail hstevens@mtmercy.edu

Does this institution have an ESL endorsement program? no \_\_\_\_\_

#### Consortium Community College Institution (if applicable)

Program Director/Contact Person:

Name \_\_\_\_\_

Title \_\_\_\_\_

Address \_\_\_\_\_

Telephone \_\_\_\_\_

Fax \_\_\_\_\_

E-Mail \_\_\_\_\_

Does this community college have an education program? \_\_\_\_\_

### Statement of Assurances

Should a Technology Award be made to the applicant in support of the activities proposed in this application, the authorized signature on the cover page of this application certifies to the Iowa Department of Education that the authorized official will:

1. Upon request, provide the Iowa Department of Education with access to records and other sources of information that may be necessary to determine compliance with appropriate federal and state laws and regulations;
2. Use grant funds to supplement and not supplant funds from nonfederal sources.

**Certification by Authorized or Institutional Official:**

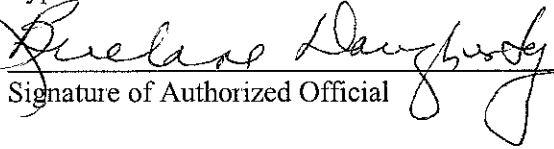
The applicant certifies that to the best of his/her knowledge the information in this application is correct, that the filing of this application is duly authorized by the governing body of this organization, or institution, and that the applicant will comply with the attached statement of assurances.

**Applying Four-Year Institution):**Buelane Daugherty

Typed or Printed Name of Authorized Official

Vice President for Academic Affairs

Title



Signature of Authorized Official

2/22/07

Date

**Consortium Community College Institution (if applicable):**\_\_\_\_\_  
Typed or Printed Name of Authorized Official\_\_\_\_\_  
Title\_\_\_\_\_  
Signature of Authorized Official\_\_\_\_\_  
Date

Please submit to **Mary Beth Schroeder Fracek, Iowa Department of Education,**  
**Grimes State Office Building, Des Moines, Iowa 50319-0146**  
**by February 28, 2007, 4:30 p.m.**

## **PROGRAM GOALS AND OBJECTIVES**

The Education Program at Mount Mercy College graduates between 40-60 students per year including both elementary and secondary majors. We currently have nine full-time faculty members in the Education division. As a small college, we do not have access to electronic opportunities found at larger colleges or universities.

We discuss diversity in many of our classes, and feel the video conferencing unit would be a wonderful asset. At this time, we plan to use this technology in two classes: ED 210 English Language Learner: Reading/Writing Tutor and ED 379 Human Relations. Diversity, multicultural instruction, and English Language Learners are the focus of both of these classes. Due to our location in Cedar Rapids, we do not have access to many schools with ELL programs. There are two elementary schools with such programs, and our students complete a 20 hour field experience for ED 210. However, students do not have the time to truly understand the needs of these ELL students and the best instructional methods to reach them. We feel the video conferencing unit would give our students more exposure to, knowledge of and application of the best instructional methods in Iowa.

We have included the Course Objectives for ED 210 and ED 379. The performance criteria have been changed to reflect the new opportunities available with the video conferencing units. The objectives that relate to this new technology are in bold.

These classes are offered in the fall, winter, spring, and Summer every year. We would implement these new requirements immediately, beginning in the fall 2007, or as soon as the technology was available. Yearly reports of the polycom's effectiveness can

be sent to the state upon request. The type of data that will be collected is included in the evaluation section.

## **ED 210 ENGLISH LANGUAGE LEARNER COURSE OBJECTIVES:**

*The student will:*

1. Identify the stages of primary language development and second language acquisition. *Performance criteria:* 1) **The student will identify stages of primary and secondary language acquisition. The student will apply this knowledge and give rationale for which stages students from the ELL classrooms are in.**
2. Develop an understanding and appreciation of second language learning processes. *Performance criteria:* 1) The student will complete a case study report consisting of several components including a section that conveys his/her understanding of the progression of skill development made by English Language Learner in the language learning process. 2) The student will gain an appreciation for second language learners by developing a vocabulary word bank in a second language that highlights his/her second language learner's native tongue as well as include English vocabulary counterparts. 3) The student will orally present second language vocabulary from this word bank.
3. Develop skills to assess instructional needs of second language learners. *Performance criteria:* 1) **The student will gain exposure to assessments used in different classrooms through the video conferencing units. They will journal about**

**assessments seen and which they may choose to administer.** 2) In the field placement, the student will administer a variety of assessments, analyze results, and develop lesson plans that target the ELLs' instructional needs. 3) The student will complete a case study report that clearly communicates the relationship between ELL assessment results and instructional practices.

4. Review professional literature on programs or materials to determine which would be useful in bilingual and ELL settings.

*Performance criteria:* 1) **The student will review professional literature and identify useful programs and strategies successful ELL programs use in working with ELLs. The student will use this knowledge of research-based strategies to reflect about those used in the ELL classrooms with video conferencing units.**

5. Utilize research-based listening, speaking reading and writing strategies when working with English Language Learners.

*Performance criteria:* 1) **The student will complete written lesson plans demonstrating his/her ability to incorporate research-based strategies in tutoring sessions with ELLs. By viewing multiple teachers with the polycoms, the students will see different strategies and be able to ask questions of each teacher.** 2) The student will receive feedback from course instructor following tutoring observations in the field experience to evaluate his/her ability to implement research-based ELL strategies.

## **ED 379 HUMAN RELATIONS COURSE OBJECTIVES:**

*The student will:*

1) Appreciate the role of human commonality as well as diversity in contemporary American society & schools

*Performance criteria:* 1) **The student will discuss through written and verbal discourse at least two major tenets of multicultural education. Exposure to diverse classrooms will allow the students to see cultural and linguistic diversity in bilingual and ELL settings.** 2) **The student will respond in writing to at least three polycom observations or videos that address topics of diversity.** 3) **The student will attend one multicultural event outside of class and submit a written report with documentation of the event. The student's interactions with the classroom teachers may lead to increased opportunities to attend special events that highlight cultural and linguistic histories of diverse populations.** 4) **The student will conduct an interview with an individual from a school and document the language programs for ELLs in those settings. The polycoms will expand the pool of teachers that the student can choose to interview. Cross-cultural communication is stressed in this interview.**

## **EVALUATION:**

In both classes, the students will be formatively evaluated with assignment rubrics, reflective papers and journal entries, mid-term course evaluations, and discussions of research-based techniques in the polycom classrooms. At the end of each semester, students will complete a summative class evaluation and a lichert survey of the

polycom's effectiveness. Since the polycom will be integrated into the class, students' comments on its effectiveness will be documented from the final evaluation of each class. In addition, the lichert survey will give numeric data specific to the video conferencing unit. Samples of current rubrics, the midterm evaluation, and the final evaluation for both courses are enclosed.

### **SUSTAINABILITY**

This project will naturally enrich the projects we have been requiring of our students in these two classes. We are able to incorporate the polycoms without any major changes. I have spoken with our IT department and they verified that we will be able to meet all the technology needs and supports. Currently, we can support most of the needs and are planning for the rest to begin next year. I have also received the support of the Education Division Chair, Ellen O'Keefe, and the Interim Dean of the College, Buelane Daugherty. They agree to maintain the project in upcoming years.

## ED 379 Interview Grading Scale (25)

### Content

|                                                                                                                                                                      |         |                                                                                                                                   |         |                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------|---------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| 7 .....                                                                                                                                                              | 5 ..... | 4 .....                                                                                                                           | 3 ..... | 0                                                                                                                                                    |
| interview focused<br>on multicultural issue<br>& connections were made<br>to what was learned in class<br>with questions asked during<br>interview attached to paper |         | multicultural issue<br>vague, few connections<br>made, questions asked<br>yielded moderate insight<br>or information on the issue |         | topic of interview<br>was not multicultural<br>w/no reference made to<br>what was learned in<br>class and/or no questions<br>attached to final paper |

### Clarity of Thoughts

|                                                                           |                                                                     |                                                                            |                                                     |                                        |
|---------------------------------------------------------------------------|---------------------------------------------------------------------|----------------------------------------------------------------------------|-----------------------------------------------------|----------------------------------------|
| 7 .....                                                                   | 5 .....                                                             | 4 .....                                                                    | 3 .....                                             | 0                                      |
| message focused &<br>effectively conveyed<br>w/no gaps or<br>redundancies |                                                                     | message broadly<br>conveyed or<br>lacked structure<br>and/or flow of ideas |                                                     | no coherent<br>message<br>decipherable |
|                                                                           | message sufficiently<br>conveyed w/ occasional<br>gaps/redundancies |                                                                            | message unclear<br>with many gaps<br>& deficiencies |                                        |

### Organization of Paper

|                                                                                                                                                                          |         |                                                                                                                                            |         |                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------|---------|--------------------------------------------------------------------------------------------|
| 6 .....                                                                                                                                                                  | 5 ..... | 4 .....                                                                                                                                    | 3 ..... | 0                                                                                          |
| Written in narrative form<br>w/some quotes interspersed<br>from course text, articles,<br>the interviewee, etc with<br>effective synthesis of the<br>interviewee's ideas |         | Narrative contained<br>too many quotes,<br>lengthy quotes, and/or<br>unrelated quotes with<br>moderate synthesis of<br>interviewee's ideas |         | Did not follow<br>narrative format;<br>little to no synthesis<br>of interviewee's<br>ideas |

### Mechanics

|                                                                 |                                                                             |                                                                                                                                               |                                                                  |                                                                               |
|-----------------------------------------------------------------|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|-------------------------------------------------------------------------------|
| 5 .....                                                         | 4 .....                                                                     | 3 .....                                                                                                                                       | 2 .....                                                          | 0                                                                             |
| faultless spelling,<br>punctuation,<br>and/or grammar<br>errors |                                                                             | some errors in grammar<br>suggest misconceptions<br>in writer's intended<br>meaning, inappropriate<br>use of vocabulary, some<br>misspellings |                                                                  | content incoherent<br>due to poor grammar,<br>spelling, and/or<br>punctuation |
|                                                                 | good use of<br>grammar w/some (2-3)<br>lapses in spelling<br>or punctuation |                                                                                                                                               | some glaring<br>faults in grammar,<br>spelling or<br>punctuation |                                                                               |

Comments:

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Name \_\_\_\_\_

**ED 379 Sustained Silent Writings Grading Scale  
(10)**

\_\_\_\_\_ Writing address the questions/issues posed (3)

\_\_\_\_\_ Evidence of substantive analysis, reflection, and insight (3)  
(Raises important questions or makes statements that indicate careful  
consideration of ideas presented)

\_\_\_\_\_ Uses substantive examples or pertinent details where appropriate (2)

\_\_\_\_\_ makes substantive and explicit link(s) to course readings, lectures,  
films, and/or class discussions, etc. (2)

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### **Midterm Course Evaluation**

In order for your comments to remain anonymous, I am requesting that you type these prompts and your responses to them on your word processor and submit them the next time our class meets. Your constructive comments help me readjust aspects of the course to better meet your needs. Thank You!

1. Quality of texts & related readings for this class:
2. Quality of technology and its application to this class:
3. Workload for this class:
4. Variety/quality/usefulness of assignments & in-class work:
5. Instructor's comments on assignments & in class work:
6. Instructor's concern for you as a student/person:
7. List a few things you like about the class:
8. List a few things you'd like to change about the class that would help you learn better:

## STUDENT EVALUATION OF TEACHER EFFECTIVENESS

### Instructions:

Please take time and care in filling out this evaluation form. Your input will be used for faculty improvement and in faculty promotion and tenure decisions. This evaluation will not be read until after grades are turned in to the Registrar's Office. The forms are returned to the Academic Dean's Office and are reviewed by the Department Chairperson and the Dean.

Please respond to all items. In the blank preceding the statement place the number that most closely corresponds to your response to the statement. Write your comments on the form; feel free to elaborate, using the back sheet if necessary. Your comments are especially helpful in improving teacher effectiveness.

Name of Instructor \_\_\_\_\_ Course Number & Title \_\_\_\_\_

Semester/Term \_\_\_\_\_ Year \_\_\_\_\_

**Scale:** 1 = *Almost Always* 2 = *Frequently* 3 = *Occasionally* 4 = *Hardly Ever* N = *Does not apply to this Instructor/class*

### SECTION A

#### I. Course Structure and Evaluation

1. \_\_\_\_\_ The instructor conducts the course in a planned and organized manner.
2. \_\_\_\_\_ The syllabus articulates the course goals, requirements, and grading system clearly.
3. \_\_\_\_\_ The instructor uses appropriate methods to evaluate my level of achievement of the course goals
4. \_\_\_\_\_ The instructor provides the feedback that enables me to understand how well I am achieving the course goals

**Comments or examples in these areas:**

#### II. Teacher Effectiveness

5. \_\_\_\_\_ The teaching methods and learning strategies used by the instructor help me achieve the course goals
6. \_\_\_\_\_ The instructor effectively uses class time to achieve the course goals.
7. \_\_\_\_\_ The instructor seeks feedback regarding the effectiveness of teaching strategies utilized in the course
8. \_\_\_\_\_ The instructor models effective communication skills.
9. \_\_\_\_\_ The instructional materials (e.g., books, videos, etc.) helped me achieve the course goals

**Comments or examples in these areas:**

### III. Critical Thinking

10. \_\_\_\_\_ The instructor encourages me to think for myself.
11. \_\_\_\_\_ The instructor enables students to express their point of view.
12. \_\_\_\_\_ The instructor encourages students to communicate ideas clearly.
13. \_\_\_\_\_ The instructor encourages students to ask questions.

**Comments or examples in these areas:**

### IV. Student-Instructor Relationship

14. \_\_\_\_\_ The instructor shows a genuine interest in helping students achieve the goals of the course.
15. \_\_\_\_\_ The instructor is fair and impartial in his/her dealing with me.
16. \_\_\_\_\_ The instructor is willing and available to work with me outside of class time to help me achieve the course goals

**Comments or examples in these areas:**

## SECTION B

1. Please write a statement in which you describe specifically what you think the instructor does well to facilitate your learning in this course.

2. What specifically could the instructor do differently to facilitate your learning?

## SECTION C

Please place the number on the blank preceding the statement which most accurately rates you in each area listed below.

Use the following scale:

*1 = Outstanding      2 = Good      3 = Fair      4 = Poor      5 = Very Poor*  
*6 = No response*

1. \_\_\_\_\_ My interest in the material presented in the course.
2. \_\_\_\_\_ My effort in preparing the assignments for this course
3. \_\_\_\_\_ My attitude toward obtaining knowledge in this field.
4. \_\_\_\_\_ The grade I expect in this course. (Use A, B, C, D, F, or Pass)

**Comments or examples in these areas:**